THE JOURNAL OF EDUCATION

Volume 123 — FEBRUARY, 1940 — Number 2

PRE-CONVENTION NUMBER . . . . . EMPHASIZING

School Books

Of the Making of Textbooks

ARTHUR WALWORTH

The Schoolmen's Meeting at St. Louis
BELMONT FARLEY

The St. Louis School Survey
GEORGE R. JOHNSON

Is There Magic in Mediocrity?
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by Donald D. Durrell

Professor of Education
Director, Educational Clinic
Boston University

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EAGER for life and learning thousands of boys and girls of all ages come each September to school. They—and even more than they the less alert and the less able children—deserve the stimulation and the essential help which an adequate supply of textbooks can give them. Yet all too often into their hands go books with torn or missing pages or books shockingly out of date; all too often the scarcity of textbooks requires an all-around unsatisfactory "sharing" of books.

Latest official figures of expenditures in city school districts throughout the country show that the average expenditure for textbooks per pupil during 1932 was $1.35; for 1934, 95 cents; for 1936, $1.12. The figure today from all signs marks a declining not a rising trend.

Commenting on these figures, an important educational journal says editorially: "When one examines the needs of our city school instructional programs . . . the conclusion is inescapable that expenditures for text, reference, and library books are still *dangerously low*. It is doubtful if these needs can be marginally met for less than $1.50 per capita and a more reasonable expenditure would be $2.00."

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The Editors Say . .

We have never cared for the motto, "nothing can be done about it." Take the matter of textbooks, for example. Thousands of boys and girls today lack the number and quality of books required to make their schooling effective. Must this situation be accepted as a necessary result of necessary budget cutting?

Our negative answer is reflected in this issue, with its special focusing on the textbook. Herein are statements by a number of school superintendents on the "how" of textbook selection, an inside story of textbook making—with further hints on how to evaluate textbooks. Here, too, is an earnest and thoughtful appreciation of the modern textbook by a contributing editor who has examined many such books and weighed them critically. "But how," you ask, "are we to obtain needful supplies of instructional material when funds are so scarce?" The answer is: Help your public to realize as clearly as you do how important it is that teachers and pupils have the proper tools to work with. Secure the right sort of publicity for your schools—after reading Superintendent Grose's article in this issue. Other publicity articles are to follow.

▼

Naturally we are happy to have in this issue the largest amount of textbook advertising that has appeared in any recent number of an educational magazine. The publishers, in these advertisements, can mention only a few of the new books they have made available. But the number and variety of book offerings in this issue cannot fail to impress every reader with the zealous and intelligent efforts which go into the manufacture of "Better Tools for Better Schools"—a much preferable motto to the one we told you at the top of this column we didn't like.

▼

Awards in Short Story Contest will be announced in our March issue.

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Across the Ages

The Story of Man's Progress

By LOUISE I. CAPEN

Head of Social Department, Barringer High School, Newark, N. J.

891 pages Profusely illustrated $2.20

Original in design, purpose, choice of materials, and presentation, this new social, civic history has been written to meet the increasing courses in the 9th and 10th grades of high school.

INSTEAD of following the traditional plan of teaching by national groups this book, beginning with the Old Stone Age, tells the story of the struggles and experiences of the everyday man in improving the conditions under which he lived. It portrays past events in a way which helps American boys and girls to interpret the life of today. Each form of cultural development in this thrilling book is treated in a separate unit or story.

ALL in all, the book features those achievements of human endeavor that have played an important part in making the earth, as the home of man, a better place today than ever before. It impresses students with the value of these inheritances in order that they may understand present-day problems and be encouraged to accept their own duties of citizenship.

THE clear, simple style employs, as a rule, the short, direct sentence; the range of word vocabulary, while varied and colorful, is within the easy understanding of its readers. The captions for the pictures are particularly full and stimulating.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 123 BOSTON, FEBRUARY, 1940 NUMBER 2

EDITORIALS:

World at Lessons

Education Ten Years Hence

Unusual significance attaches to the survey of St. Louis schools, which Mr. George R. Johnson has summarized on pages 49 and 50 of this issue. It differed from customary surveys in character and purpose. For it undertook to set up an ideal to be realized within the next ten years or so, rather than to draw comparisons between the St. Louis schools and those of other cities as they are today.

Erection of standards for the future is bound to breed controversy. No one can predict with accuracy what will be regarded as the acme of education a decade hence. Nor has any one the authority to determine just what are the most desirable changes from the practices of the moment.

It is to be expected—and likewise to be hoped—that Dr. Strayer's vision of 1950 will become a topic for discussion among the readers of this journal and the profession generally.

What do you—for example—think of promotions by chronological age without regard to mental achievement?

At this and other points throughout the survey will be found material for debate. You are invited to use the pages of this magazine as your forum—stating your opinions briefly.

Soft and Lazy

As time goes on, men and women in urban communities tend to become softer and lazier. To some extent the same is true of those in rural districts. Every modern device from automobiles to canned soup and pre-sliced bakers' bread, contributes to make life easier. A woman who still goes out to work by the day was heard to comment that a lot of discontented and restless wives would be better off if they would "set down with a cookbook and give their husbands something fit to eat."

Shortened working hours—for those who get them and this does not mean every one as yet—leave vast amounts of leisure to be taken up with rest and recreation. We take our exercise by proxy watching ball games or listening to prize fights. Minds as well as muscles may grow flabby.

Can the schools do anything about it? Or is there no reason why they should? Why train children to tackle hard work? Why insist upon their coming to school on stormy days?

Boston schools have been experiencing a triple tragedy—three boys drowning when the harbor ice they were playing on became detached and let them into the water. It was a day when the no-school signal had been given because of stormy conditions that cleared early in the forenoon. Hundreds of care-free youngsters ventured out upon the insecure ice. The effect of the triple drowning will be to make administrators in this vicinity more cautious in canceling school sessions, for a while at least. But the custom has come to stay. It has its good points—often preventing epidemics of colds due to sitting in the schoolrooms in wet clothing.

But—are there to be no more Jimmy Roarkes, walking six miles to high school every morning in all weathers, and never once late or absent in the whole four years?

The question is too large and many-sided to be answered offhand. We cannot sweep back the tide with a broom. The tide is worth recognizing and studying, however. And each keeper of an educational lighthouse will give the answer that seems best to him.

Give Modern Pupils Modern Books

Pupils of 1940 are seeing the motion pictures and newsreels of 1940. They hear the radio broadcasts and see the newsmagazines and newspapers of 1940. They share in the life currents of their homes and neighborhoods in 1940.

What must be the effect upon these children of 1940 when—as often happens—they are handed textbooks of 1935 or even earlier—worn and torn and finger-soiled with dating which, to a young person, seems to denote antiquity?

Certain progressive cities decline to consider for school adoption any textbook whose copyright date is more than four years old. This may be more arbitrary than need be—for it is conceivable that some texts of eight or ten years ago in subjects like mathematics and languages still match in teachableness anything that has been produced since. With texts in social studies or natural science, however, the need for more recent copyrights is evident. And in all

cases the odds are in favor of the newer book unless the older one can show remarkable merits. For the advances in textbook writing, illustration and editing, and in meeting the learner where he is—in vocabulary, in explanation, and in stimulus to study—in a word, the gains in making a subject clear and vivid and appealing in the past few years have been prodigous.

A freshly printed school book, done in the modern manner by conscientious author, editor and publisher, greets 1940's pupils with a welcome which they recognize and respond to.

"Centrifugal Forces"

President Conant of Harvard, in his annual report just published, refers with apt expression to the "centrifugal forces" which cause a university to break up into individual schools, but slightly integrated with one another. Dr. Conant regards his most important function as that of bringing those separate units into closer and more intimate relations.

Centrifugal forces are active in every university—and in every public school system and every school. And to control these forces successfully is a major task of every administrator. Leadership within each unit needs to be recognized and respected. Pride of school or classroom has undeniable value. But a strong centripetal force—a mighty pull toward the center—is likewise needed if the interests of the institution as a whole are to be safeguarded and, even more important, the interests of the learners.

A teacher who tries to monopolize the time and energies of students for his own subject; an athletic team or coach that gets out of hand with arrogance toward the faculty; a lopsided spending program that buys showy things while scrimping on the quality of its teachers or on textbooks and other instructional tools—these are but a few examples of "centrifugal forces" all too commonly at work.

Administration thus becomes a matter of coordinating and pulling together all the elements which otherwise would fly apart.

Extra Motivation

A certain fifth-grade teacher often rewards her pupils for a day or a week of faithful endeavor by reading aloud to them from some enjoyable book. Now and again, when the story has come to an end, the children are asked to write letters to the author, telling what they liked best in the book or otherwise giving their individual impressions.

Recently a dozen such letters, picked for their originality and left without corrections or rewriting, were mailed to a writer whose book had specially pleased the youngsters; and, to the great surprise of teacher and pupils alike, there arrived a packet containing a personal note to each child in answer to his or her letter. The author expressed genuine happiness in hearing from her young readers and seemed to find just the right words to say to each.

Needless to add—extra motivation has been provided in that classroom for letter writing from now on.

Few authors of books would be likely to reply so personally and felicitously as this one did. But letter writing which has even a faint hope of answers takes on a meaning which is absent from the ordinary assignment in composition.

Getting Perspective

Find, if you please, a clear blackboard space twenty feet long, and draw on it a horizontal chalk line of that length. Then, at one end, give the chalk-mark extra thickness for about three inches.

The thickened line may be taken to represent the entire period of recorded history, say 6000 to 6500 years; less than one inch of which is in the Christian era. The long line reaches back some half million years to the vague beginnings of man's existence as a being having human intelligence.

Viewed thus in perspective, man's progress during the past five hundred years—one fourth of an inch on our chart—has been no less than astounding. In scientific discovery and invention, the last fifty years have probably equalled in achievement the previous five thousand.

Is it so strange, then, that millions of people including whole sections of the human race have not kept abreast of progress or yet shared in its advantages? Is it a hopeless situation that finds so many failures of adjustment between our mechanisms and our minds?

Scientists, even today, could show us how to produce a superabundance of food, clothing and luxuries for all the people in all the lands. But the political machinery to make this possible and to enable trade to flow freely from one country to another is still wanting. Fears, suspicions, envy and hatred cause nations to seek self-sufficiency and territorial expansion.

It is education's job—the job of all enlightened leaders everywhere—to help the mind and conduct of mankind to catch up with material and scientific progress.

Freedom's Tenses

Freedom has meant different things at different times. In 1776 it meant shaking off the bonds of England. In 1789 it meant setting up a government that should be limited in its powers over the people and the States. In 1863 it meant doing away with slavery. In 1940 it has various constructions put upon it. To some it is the right to attack the institution of freedom itself by rabble-rousing oratory. To others it is the right to learn the truth, to form opinions, to have a voice in government, and to work for human decency and well being.

Of the Making of Textbooks

ARTHUR WALWORTH
Boston

Good textbooks "do not sprout like bulbs in schoolroom window boxes" declares the author of this inside story

FOR several years, now, high school teachers and supervisors have been losing sleep over the problem of teaching pupils how to read. Educational magazines have published countless articles on this dilemma, and it has been the subject of many conferences and speeches. Yet the teacher who is looking for a definite way of meeting the situation in a practical series of textbooks—say for each year of the junior high school—is disappointed in what she finds.

Why?

The answer lies in the fact that textbooks, contrary to the impression of pupils—and many parents—do not sprout like bulbs in the schoolroom window-boxes. At least, good textbooks don't.

Every few years a new trend in enrollment, or a new emphasis in the curriculum, creates a demand for textbooks in a new field. This has been particularly true of high school books during the last score of years. Twenty years ago it was general science, fifteen years ago problems of democracy, ten years ago vocations, health and home economics. And now, reading for slow groups.

▼

It takes years of observation and analysis to prepare a textbook that will be geared to changing needs and practices in the school room. And after that, a year or two more of tryouts in the classroom. Though there are often those who rush in, with books of specious promise, texts of quality cannot be turned out on a production line.

Pioneer publishing — like all pioneering—has a glamor that is alluring. But there is always the danger that the lure will prove to be that of the will-o'-the-wisp. In this case the need may have vanished by the time the book appears.

There is a thrill, also, in improving upon past books for standard courses and in adapting them to pupils of the various types that are represented in the modern public school. School readers have come a long way since the days of the *New England Primer.* The progress has not always been straight upward, but has often taken the shape of spirals. For example, the *New England Primer* anticipated the present-day theory of reading readiness, but applied it in a way that seems to us bizarre and crude. The early words were objectified in pictures, but these sketchy pictures were only a suggestion of the full visual aids that are presented before each unit of such modern readers as the *Child Development Series,* to develop new concepts that the child will need in order to make meaning of the subsequent text.

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Evidence of our right to point with pride to our own modern books may be found, also, in the contrast which the contemporary textbooks of other nations present. In many instances, government printing monopolies have lowered the quality of the format. And often censorship has biased the tone of the text.

The improvement of American textbooks has been a gradual process of adjustment. It has been aided greatly by the vast increase in research which has accompanied the growth of schools of education. This has enabled editors to determine, more accurately than before, the actual needs and interests of school children. It has given them a sounder psychological basis for the making of effective and successful textbooks.

▼

When an editor decides that the books in a certain field have outlived their usefulness and that a new book is needed, he must first look about for authors who are capable of meeting the need. Occasionally he will have a record of people who have expressed interest in writing in the field. Less often —in fact rarely—an able author will propose a project just at the strategic hour. Otherwise, the search of the editor is likely to be long and difficult.

Few executives and teachers write well. On the other hand, few good professional writers can write accurately enough and with enough vision of the schoolroom situation. Writing is an art different from speaking because the personality of the speaker is absent. Writers cannot watch the faces of their young audience. Teachers who overlook this fact sometimes express surprise when they are informed that stories that they have told in the classroom with great success, fall flat in cold print.

Anne Morrow Lindbergh recently confessed that she preferred writing to speaking because it was less obtrusive. She points out that, like the Wedding-Guest, those in her audience "cannot choose but hear," while those for whom she writes can read all, some, or none of her words, as they wish. But textbook writers cannot enjoy the luxury of such modesty. They must make their work clear and interesting even to those who *must* read. As a result, the successful writer of texts must have a passion for precision. He must sense the

cases the odds are in favor of the newer book unless the older one can show remarkable merits. For the advances in textbook writing, illustration and editing, and in meeting the learner where he is—in vocabulary, in explanation, and in stimulus to study—in a word, the gains in making a subject clear and vivid and appealing in the past few years have been prodigous.

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There is a thrill, also, in improving upon past books for standard courses and in adapting them to pupils of the various types that are represented in the modern public school. School readers have come a long way since the days of the *New England Primer*. The progress has not always been straight upward, but has often taken the shape of spirals. For example, the *New England Primer* anticipated the present-day theory of reading readiness, but applied it in a way that seems to us bizarre and crude. The early words were objectified in pictures, but these sketchy pictures were only a suggestion of the full visual aids that are presented before each unit of such modern readers as the *Child Development Series*, to develop new concepts that the child will need in order to make meaning of the subsequent text.

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Evidence of our right to point with pride to our own modern books may be found, also, in the contrast which the contemporary textbooks of other nations present. In many instances, government printing monopolies have lowered the quality of the format. And often censorship has biased the tone of the text.

The improvement of American textbooks has been a gradual process of adjustment. It has been aided greatly by the vast increase in research which has accompanied the growth of schools of education. This has enabled editors to determine, more accurately than before, the actual needs and interests of school children. It has given them a sounder psychological basis for the making of effective and successful textbooks.

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When an editor decides that the books in a certain field have outlived their usefulness and that a new book is needed, he must first look about for authors who are capable of meeting the need. Occasionally he will have a record of people who have expressed interest in writing in the field. Less often—in fact rarely—an able author will propose a project just at the strategic hour. Otherwise, the search of the editor is likely to be long and difficult.

Few executives and teachers write well. On the other hand, few good professional writers can write accurately enough and with enough vision of the schoolroom situation. Writing is an art different from speaking because the personality of the speaker is absent. Writers cannot watch the faces of their young audience. Teachers who overlook this fact sometimes express surprise when they are informed that stories that they have told in the classroom with great success, fall flat in cold print.

Anne Morrow Lindbergh recently confessed that she preferred writing to speaking because it was less obtrusive. She points out that, like the Wedding-Guest, those in her audience "cannot choose but hear," while those for whom she writes can read all, some, or none of her words, as they wish. But textbook writers cannot enjoy the luxury of such modesty. They must make their work clear and interesting even to those who *must* read. As a result, the successful writer of texts must have a passion for precision. He must sense the

reactions and interests of his unseen audience as the successful teacher actually *feels* them from moment to moment in the classroom.

Coincident with an increase of general interest in problems of semantics, textbook writers and editors are today giving more and more attention to the meaning of words. All readers and most other books for the lower grades are regularly checked with standard lists of words that are familiar to the majority of children. There has been a decided tendency to reduce the number of new words to be mastered in the early years. However, many progressives and others who have thought deeply on the subject are questioning this tendency. Valuable and necessary as a small basic vocabulary is, for intensive drill and mastery, it is perhaps time to wonder whether pupils of higher intelligence are not suffering from this restrictive policy, unless, in addition to their basic readers, they have access to many supplementary books which lead them to stretch their imaginations to make meaning for new and more difficult words to which the context or illustrations may give a clue. Certainly attention to gradual development and enrichment of concepts is far more important in any reading program than concern over word form, and the typical basic vocabulary list is primarily a list of word forms, not of word meanings.

One must question the wisdom of those proposals that would eliminate the basic books entirely, in favor of supplementary and library readers. The practical necessity for good basic books has never been greater. As more and more pupils of limited background come into the schools, greater care must be taken to give them books that they may read with understanding, and hence with satisfaction.

Publishers and authors have made basic texts for basic use. The best textbook gives its author admission to any classroom in which his book is used. He is there to serve the teacher with his experience and with the results of many years of careful thought and study of the problem of teaching the particular subject in which his book is to be used. If teachers will recognize this fact and use the author's book as it was written to be used, they will have the advantage of a teaching expert working along with them from day to day. Much of the sentiment against the use of basal texts undoubtedly comes from their *misuse* — from the thoughtless page-assignment recitation; from neglect of study, activity, and teaching suggestions; from failure to give the texts the enrichment of supplementary materials which the best of them demand; or from attempts to use texts as reference books. The textbooks that are built today can be used basally by any teacher, provided they are used with understanding and not misused, and the result will be better teaching than could be done without a basal text.

After years of work by the authors, followed by checking and criticism by the publisher's editors and editorial advisers, and subsequent revision by all concerned, a manuscript may be considered ready for trial with pupils. Perhaps parts of it have been tried out already, by the authors or their associates. But in any event, much still remains to be done, in manuscript, galley proof, and page proof, before the book is definitely ready for the press.

Art editors are today playing an increasingly important part in the production of textbooks. Isotypes and color are coming into greater use, and more care is being taken in designing the outside of the covers and the lining pages, as well as the typography of the text. As a result of experimentation and technological progress, it is now possible to choose type and paper that will reduce eye-strain to a minimum, and binding cloth that will withstand the ravages of water and insects.

Textbooks must still be kept within a very limited price range, to be of practical use; but every effort is being made to prove that cheapness in price does not necessarily postulate cheapness in appearance. As a matter of record, it has been shown that the modern textbook, with its colored illustrations and greater number of pages, has increased in prices over that of thirty years ago considerably less than the wages and materials that go into its making.

In view of the tremendous amount of detailed work that has gone into the production of textbooks, it is perhaps understandable that editors should experience a sense of despair when it is reported that a teacher has rejected an economics book because the color of the cover borders suspiciously on red, or a history book because it contains a picture of Charles Darwin. Reactions such as these, publishers wish that more school people would evaluate and choose textbooks for their pupils with as much acumen as they use—say—in choosing an automobile for themselves.

It is also a long-cherished wish of publishers of textbooks that, in view of the acknowledged fact that, next to the teacher, the textbook is the most essential factor in education, school boards and superintendents will take a firmer stand for appropriations for books so that more schools may approach the standards that were set by the Committee for Textbook Study at the meeting of the Conference on Textbook Problems at Cleveland a year ago. These standards call for a much larger outlay than the present average expenditure of about 1.5 per cent of the total school budget.

The Schoolmen's Meeting at St. Louis

to be "Same... Only Different"

BELMONT FARLEY

What the American Association of School Administrators will take up at their meeting, February 24-29

CONVENTIONS, like people, have personalities. For its personality the nature of the convention itself and the nurture of those who plan it are jointly responsible.

Most of us dislike personalities that are unstable. Psychiatrists call them schizoid. Delegates have invented worse names for conventions whose values were unpredictable and uncertain.

The seventieth annual convention of the American Association of School Administrators, a department of the NEA, will meet in St. Louis, February 24-29, 1940. Someone has asked me, "How is this convention going to be different?" The answer is, "It isn't."

Superintendent Updike of Untala can ask his board of education for leave of absence to attend this meeting with the utmost confidence that he won't have to report to them that its outstanding feature was a sixty-foot rubber behemoth that led the parade of floats. This annual get-together of school executives never goes Elk, Moose or berserk. It can be depended upon year after year for certain definite values of an educational nature.

Its conventionalities are comparable to those of Alma Mater, which maintains for the periodically returning alumni the same dependable and comfortable relationship of administration building, library, frat house and Old Elm. There is one publicity stunt that no director of college publicity has yet ventured—reorganizing the campus layout each year in order to furnish variety.

At the superintendent's convention established usage begins with the printed program itself. It is a good thick book, about 75 pages. Everything is in it—for those who can read. There is no stumbling over collar button ads or after-theatre supper house announcements while trying to plan the day's itinerary from meeting place to meeting place.

It is when the conventioner gets down to topics that he discovers the first thing that can be called a difference. Many superintendents are reading in the daily papers that schools cost too much, that today's education is impractical, too soft, subversive—that a lot of things are wrong with the schools. When the harried school executive discovers that the general session on Monday morning is entitled "What is *right* with the schools?" he will probably recognize a *welcome* "difference."

The customary convention framework of the American Association of School Administrators has evolved from the experience of seventy years. President Ben G. Graham of Pittsburgh, planner of the St. Louis meeting, has filled his programs with subject matter that is both new and vital. The delegate will find that the schedule of topics, like the college catalog is the same familiar and convenient format, offers new courses and extracurriculum activities which contribute year by year to the professional growth of the chief school officer and to increasingly effective educational administration in the United States.

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The convention officially opens on Saturday, February 24, with registration and exhibits in the St. Louis Municipal Auditorium, one of the most magnificent and convenient convention assembly places in the United States. The convention will close Thursday evening, February 29, with *America's Town Meeting of the Air*, which practically will extend the convention audience to include the millions of people who regularly enjoy this weekly radio program, ordinarily originating from New York City's Town Hall under the direction of George V. Denny, Jr.

Vesper Services with the theme "Character Building for Future American Citizenship" will be held Sunday afternoon. Rev. G. Bromley Oxnam, resident bishop of the Methodist Church, Boston, will be the speaker.

St. Louis will welcome the convention on Sunday evening with a musical program which combines entertainment with a comprehensive survey of this country's contribution to musical art. The "Musica Americana" to be presented by twenty-seven hundred high school pupils will combine music, dancing and dramatics. This story of American music presented by Ernest Hares, supervisor of instrumental music in the St. Louis public schools, will include the epochs of the Indian, the Puritan, the Cavalier, and of Negro slavery. The romantic ballads and sentimental ditties of the mauve decade will stir some delegates. The rhythm of the swing masters may stir others as Director Hares brings his story to a close with the presentation of modernistic compositions.

Conventioners will be treated on Wednesday evening to a spectacle attracting so large an audience

that it will be necessary to repeat the performance on Thursday morning. *The Purposes of Education*, one of the most spectacular revues ever sponsored by the American Association of School Administrators, has been written and will be produced under the direction of one of its own memmembers, E. W. Jacobsen, superintendent of the Oakland, California, schools. The revue will set forth in vivid and dramatic form the objectives of education outlined in one of the principal publications of the Educational Policies Commission. The pageant will be one factor in implementing the recommendations of the Commission, recommendations which will affect for many years to come curriculum reorientations in the American schools.

Safety education will feature the Tuesday morning general session. For three years a commission of the American Association of School Administrators has been preparing an important volume in this field of education, which will be presented to the convention by Henry H. Hill, superintendent of schools, Lexington, Kentucky, who heads the commission.

As a supplement to the Yearbook on *Safety Education* and to addresses from the convention platform, this subject will be emphasized further in an unusual exhibit which includes a library on safety education. Motion picture films which have been found effective in the program of education to reduce those hazards to life and limb for which preventable accidents are responsible, will be a part of the exhibit.

At the Monday night session of the convention, devoted to the theme of *The National Scene*, James G. McDonald, president of the Brooklyn Institute of Arts and Sciences and Paul V. McNutt, administrator, Federal Security Agency, are speakers.

At the session on Wednesday morning, eight school heads will participate ten minutes each in a symposium which bears the title *Superintendents Tell Their Story.*

Six afternoon discussion groups will as usual permit the superintendents a wide selection of topics upon the basis of their immediate interests and needs.

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Educational Policy—Under the chairmanship of John A. Sexson, superintendent of schools, Pasadena, California, delegates at this session will hear John K. Norton, professor of education, Teachers College, Columbia University, discuss "Education and the Economic Welfare," a forthcoming publication of the Educational Policies Commission, and at other sessions of the division will learn of the new civic education project of the Commission. In this project, the Commission expects to bring together the best practices of teaching citizenship in the United States with the aim of promoting interest and effectiveness in the preparation of young people for their rights and duties as citizens. Community recreation, library service, federal welfare service and federal youth services in the schools are among the subjects of addresses to be made before this discussion group.

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The Small School.—Under the direction of J. W. Ramsey, superintendent of schools, Fort Smith, Arkansas, chairman of this division, speakers will present administrative, curriculum and supervision problems of small schools, including adequate public support for them by the local community and by the state and nation.

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Secondary Education.—William J. Hamilton, superintendent of schools, Oak Park, Illinois, is chairman of this division. Trends in supervision, administrative achievements, curriculum changes, types of secondary school organization and the end-products of high school training are among the topics. Special emphasis will be given to the New York Regents' Inquiry Report which will be discussed by H. Claude Hardy, superintendent of schools, White Plains, New York.

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Occupational Adjustment.—Under the direction of Homer W. Anderson, superintendent of schools, Omaha, Nebraska, consideration of guidance, technics for analyzing community needs, the occupational training programs of smaller communities, the responsibilities of the school for vocational placement of youth will occupy the attention of delegates.

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Special Education.—Sessions for this division are being arranged under the direction of J. C. Cochran, assistant superintendent of schools, San Antonio, Texas, and will present speakers on subjects relating to mentally and physically handicapped and delinquent children. Guy T. Buswell, professor of educational psychology, University of Chicago, will discuss provisions for rapid learners in regular class groups. Clarence T. Gray, professor of educational psychology, University of Texas, will talk on opportunities for gifted children.

The Associated Exhibitors of the NEA announce the selection of William Lyon Phelps, for more than forty years associated with Yale University, as the recipient of the educational award which the Exhibitors make annually to one outstanding educator. The presentation will be made by James A. Campbell, president of the Associated Exhibitors on Tuesday evening at a session arranged by the Exhibitors for the entertainment of the convention. Among the recipients of this honor whose names are inscribed in bronze on the commemorative plaque at NEA headquarters is Albert E. Winship, for many years editor of the *Journal of Education*..

For many school administrators the convention exhibits will be of supreme value. Here again the conventioner who has attended many meetings before will know where to find what he wants. Systematically organized in a logical

pattern that continues from year to year, the 250 exhibits will enable the school superintendent to examine without confusion and waste of time the new tools of learning, refinements of the old, school supplies which will meet his immediate need at economical prices. Because of the opportunity represented in these annual displays, exhibitors are quick to take advantage of space available. Less than ten days elapsed after the announced time for the receipt of applications for exhibit space before all the area available was assigned.

Those who take leave from their daily routine to enjoy this meeting will recognize the customary general plan and will be quick to find within its familiar setup many innovations of the greatest value. This convention may be compared to its predecessors as an aged friend of mine once compared his favorite hunting rifle with that of a friend, "Why this gun is the same—only different!"

NEWS NOTE

Carroll R. Reed, Minneapolis Superintendent of Schools, has been elected President of the A. A. S. A. for 1940-41.

The St. Louis School Survey

GEORGE R. JOHNSON
Director of Tests and Measurements
St. Louis Public Schools

This new-type survey sets up goals for the next ten years—goals sure to challenge discussion.

SUPERINTENDENTS who attend the next meeting of the American Association of School Administrators will bring with them a keen interest in the St. Louis School Survey of 1939. Dr. George D. Strayer and his staff of assistants made this survey something more than a cross section view of the local school system. They produced a prophetic picture of public education to be achieved some years hence. The comparison of present with future features of a school system makes the document interesting to school superintendents everywhere.

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The St. Louis School Survey is unusual in two respects. First, because it places emphasis upon the curriculum and teaching. Business problems and administration come afterwards, thus indicating that administration exists only to serve the cause of education. Furthermore, the survey is unusual because it presents the school system in the light of conditions to be attained in the future rather than in the light of past conditions or even in the light of current practice elsewhere.

This variation in the method of presenting a survey requires careful thought to avoid false conclusions. Viewed in the light of that which is perfect, the present educational system wherever located looks very imperfect. Actually, however, although much remains to be accomplished, the schools of today represent brilliant progress through several decades. It is entirely possible that the goals set by this survey may be attained in the next ten years which the surveyors stipulated as a reasonable time for putting their recommendations into effect, or it may take longer.

The Superintendent and his administrative assistants in St. Louis accept fully "The Purposes of Education in American Democracy," as stated by the Educational Policies Commission of the National Education Association. With this very progressive program of purposes in mind the surveyors proceeded to evaluate the present system of public schools and to point out all changes and innovations which they considered necessary for the attainment of the purposes set forth. In criticizing conditions existing in St. Louis, the surveyors continually used such phrases as "Present trends in St. Louis and elsewhere," or "St. Louis schools in common with school systems throughout the country," or "In common with most of the elementary schools in the United States." These phrases afford the basis of interest to school administrators generally. They justify the assertion that the recommendations are designed primarily to portray the ideal school system toward which public education is steadily moving.

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The goals of public education cannot be reached at a single bound. Even the period of ten years suggested by the survey staff may be too short a time to bring the entire set of recommendations into full fruition. Very few of the recommendations can be applied to the existing school system by the mere act of adoption or by executive orders. Most of them can be applied only after the removal of serious obstacles and difficult barriers. Among these the most important are: Insufficient revenut, prohibitive laws, and opposing philosophy on the part of many teachers and school patrons.

To reduce the size of classes, requires additional funds for more teachers and more classrooms. To establish nursery schools, costs money. To extend the high school program through two years of junior college work, entails addi-

tional cost. To replace seventeen of the older school buildings, means no small item of expenditure. To broaden the secondary curriculum with a view to keeping in school a larger portion of the city's boys and girls until they are eighteen years of age, necessitates additional teachers and additional buildings. To raise the elementary school salary schedule to the level of the high schools, calls for an increase in the budget for salaries. To appoint a staff of guidance workers with a director at the central office, takes an additional appropriation. Yet, all of these things, and more, are recommended for the ideal system of public schools in St. Loius; and to offset it, only a few minor savings are possible. The survey staff estimates possible savings of less than a million dollars a year through reorganization and other modes of economy.

To reorganize the school system under a single executive to be known as the Superintendent of Schools instead of maintaining several separate departments, requires revision of the present school charter granted to St. Louis by the General Assembly of Missouri in 1897. To establish compulsory retirement of teachers in the face of a decision by the Supreme Court of Missouri to the effect that the tenure of teachers in St. Louis is permanent, requires legislative consideration. To modify the number of members on the Board of Education, requires the enactment of new laws. To change the method of levying school tax, requires additional legislation. Yet these changes and others of similar nature, are all involved in the ideal system recommended to St. Louis by the survey staff.

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To change the school curriculum radically, to discard all of the standards of promotion and let the children advance in accordance with chronological age, to do away with the testing of achievement on the part of pupils, to depart from the present reliance on textbooks in favor of bringing into the school room more of the life experience of children, to change from time-honored methods of teaching to which experienced teachers have become habituated, will require time. Both teachers and patrons in the public schools have a certain amount of conservatism which only time and re-education can overcome. Most of the procedures now in vogue in the classroom are there because the teachers and parents of children consider them proper. Even the parents themselves would be shocked to find suddenly that graduation from the eighth grade, which is a traditional custom in St. Louis, has ceased to mean the accomplishment of the established grade standards, and that it signifies merely that the child has attained the age of fourteen years. Both teachers and parents who are accustomed to rely strongly on a textbook for guidance, would be at a great loss to know what to do if suddenly the basic textbook should disappear and the schools should be compelled to rely on experiences of the children in shaping the school activities. This is not to say that the changes recommended are not changes worth making; it is to say merely that the opposing philosophy held by teachers and community constitute an obstacle which can be removed only through a long period of educational propaganda, before they can be put into effect. Teachers are professional workers who feel a responsibility for the proper education of children entrusted to them. They must be convinced that what they are to do is right before they are ordered to do it.

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A committee of eighty principals, supervisors, and teachers representing every phase of education in the St. Louis public schools is at work now in a united effort to study the recommendations of the survey, and to interpret them with reference to existing practices. The committee will determine what recommendations of the survey are practicable in the light of conditions now existing. It is in reality the initial effort of the school system to utilize the survey through the ten year period which the surveyors have suggested. The chairman of this committee is Assistant Superintendent F. M. Underwood.

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The St. Louis school survey of 1939 has the possibility of becoming an epoch making document in the history of American education. Its recommendations might apply to the school system of every city quite as definitely as they apply to St. Louis. It is for this reason that school administrators who visit this city this month will come with an interest in the school survey already developed. The schools of this city will be in operation each day of the convention, except Thursday. Visitors will be welcome to see for themselves what the public schools of this city are doing and to visualize the conditions that exist today in the light of their own experience and their own visions of the future.

WINSHIPISMS

Do not allow yourself to think the world, educationally or otherwise, is going to the bad, for it is not. There is virtue enough in the schools alone to save America.

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When the schools fail, the public blames the schools, instead of increasing and improving the equipment.

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The politician in education is as much out-of-date as a sailing outfit on a man-of-war. —*A. E. Winship*

Is There Magic In Mediocrity?

EMMA REINHARDT
Head, Department of Education
Eastern Illinois State Teachers College
Charleston

"I DON'T WANT a teacher whose grades are too high," remarked a principal as he examined the credentials of several applicants for a position in his high school. "Students with average grades make the best teachers. There are many things of more importance for teachers than high scholarship."

Subsequent conversation made it clear that these comments did not refer to the possible inaccuracy of marks as measures of achievement. They pertained only to the question of the value of superior scholastic success.

If the point of view expressed by the principal were uncommon it could pass unnoticed. Unfortunately, however, it has not a few champions. Many people seem to believe that, at least so far as teachers are concerned, a little learning is not a dangerous but a desirable thing. More than a little learning they regard with definite suspicion.

Of course, it goes without saying that scholarship is only one of the essential attributes for a teacher. He must possess, among other things, acceptable personal qualities, understanding of children, and interest and skill in teaching.

There is no justification for assuming, however, that a student with an excellent academic record lacks the other characteristics requisite for success in teaching. In fact, since desirable traits are likely to go hand in hand, there is reason for supposing that the most promising candidate for a teaching position would have a scholastic rank above the average.

Surely, then, it is time for us to ask: Will a student who does only average work in college be a better teacher than a student who does superior work? Is high scholarship necessary for good teaching?

Interestingly enough, several studies of factors that make for success in teaching reveal low correlations between scholarship and success. It must be remembered though that a coefficient of correlation is simply an indication of a relationship between two groups of measures. It does not necessarily indicate causal relationships. It does not explain why the correspondence between two groups of measures is high or low. It does not prove that the existing relationship is desirable.

The fact that some investigators have found slight correlation between scholarship and teaching success does not warrant the conclusion that scholarship is unimportant. It should raise the question, What criteria were used for measuring success?

At present, measures of success in teaching leave much to be desired. Certainly, such criteria as popularity, salary, and tenure are unreliable. The ratings of supervisors have their shortcomings. Tests of pupil achievement are none too dependable a means of judging the true worth of a teacher. Until we have more reliable basis for evaluating success than we have today, we may well refrain from belittling the value of scholarship for teachers.

Since scholarship seldom leads in mention among the factors cited as essential for success in teaching, it is not surprising that lack of scholarship rarely stands foremost among the reasons given as causes for failure. We must guard though against the conclusion that lack of scholarship is inconsequential. Perhaps it lies at the root of more than one failure that is ascribed to another cause.

Let us take a case in point. Difficulty with discipline is often given as a leading reason for teacher failure. Yet, if the matter could be traced to its source, poor scholarship might account for the trouble. The teacher may have such limited knowledge that he can not make his guidance stimulating and challenging. Bored with dry as dust teaching, his pupils soon devise ways to entertain themselves. How different the situation would be if the teacher knew his field well enough so that he could create a desire to learn by raising problems of interest to be solved. How quickly behavior problems would be reduced to a minimum if he could suggest suitable experiments or readings in keeping with the varied needs and interests of his groups.

Just how far reaching are the effects of a policy of placing little premium upon scholarship for teachers no one can tell. Perhaps the consequences are reflected in ways that we fail to recognize, as in poor selection of curricular materials, in unwise choice of teaching procedures, and in undesirable attitudes engendered in students. Perhaps the failure of many schools to develop genuine love and respect for learning may be due to the fact that their teachers are not sensitive to intellectual appeal.

Responsibility for bringing about a change of attitude as to the value of scholarship for teachers probably devolves primarily upon teachers themselves. The term teachers is used here in a broad sense to include all who are engaged in the work of education. Perhaps in no other field of a pro-

fessional nature are people so ready to discount the value of superior academic records as they are in education. Teachers should be the first to affirm their faith in scholarship.

Undoubtedly, a special responsibility rests upon teacher-education institutions. Studies of students in these institutions often reveal facts that are none too encouraging. The ten-year study of education in Pennsylvania, which was recently completed by the Carnegie Foundation, shows that by standard tests of ability and achievement students in teachers colleges are below the average either for other professional departments or for college students generally. Higher standards in selection for those who are to be prepared for educational service, and broader and deeper preparation are needed. Scholarship and breadth of educational vision can not be expected of half-educated teachers.

The problem can not be solved, however, simply by having the educational world cognizant of the need of teachers with high scholarship. It behooves teachers to set a standard of public thought in the matter. The general American public is not deeply appreciative of scholarship. It would reverse the quotation, "To act is easy; to think is hard." The idea that practically any one can teach dies slowly.

The public must be led to realize that teachers of rare ability are indispensable if education is to be an effective hope of democracy. The task of teaching clear thinking about the multitudinous problems of our perplexing social order calls for teachers who themselves are able to think clearly about them. Here is an undertaking that should challenge the most gifted and the best educated men and women. In this vitally important work there is no magic in mediocrity.

How Should Textbooks Be Selected?

This query of a young superintendent is helpfully answered by a number of his more experienced colleagues. Other replies will be published next month.

A. S. CHENOWETH

Superintendent, Atlantic City, New Jersey

My views regarding the selection of textbooks may not be orthodox but they are workable and, I hope, democratic.

The people who actually use textbooks should have a voice in their selection. Teachers who are made to feel that they have some responsibility in the matter will take a real interest in the examination of the numerous books available and their decisions generally will be right. I am thinking of course about experienced teachers, not beginners.

In a school system of any considerable size there may well be committees of teachers who will constantly study curriculum revision and this study will naturally include the question "What textbooks and other classroom tools are best suited to our needs?"

In the upper grades and the high school it is possible to secure valuable suggestions from pupils—assuming of course that the teachers concerned are interested in the children more than in the particular special subjects.

All recommendations should clear through heads of departments, principals and supervisors before they reach the superintendent. This dignitary should know enough about the subject to discuss the recommendations intelligently with the Board of Education when the time comes to place orders.

Such a plan is not without dangers. Teachers, and even supervisors, have been known to demand one book one year and to insist on throwing it out six months later. All concerned must have a clear picture of what constitutes economy and must approach the question much as they would if they personally had to pay the bill.

L. JOHN NUTTALL, JR.

Superintendent, Salt Lake City

Books should be selected because they are most useful in achieving purposes already determined. The textbook should never become an end in itself.

There should be a variety of reading difficulties in the books selected for every group of children. Children should no longer be made unhappy or denied valuable information in their school course because of difficulties in reading.

Whenever opinions are included in textbooks a variety of books should be used so that children should learn to think rather than be indoctrinated by a single author.

Textbooks should be attractively made so that reading in school may be so pleasant that children will like to read after school.

In procedure we must see that the need for a new

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textbook adoption should originate with the teachers in the classroom, who should report their needs to their supervisory officers. From these should come a request to the administration for the study of texts and their use. However, supervisors and teachers should not be on the same committees for the selection of books. There should be a frank and unbiased expression of opinion of the teachers. This should be critically studied by the supervisors, who should write either an approval of or a dissent from the recommendation of the teachers, giving reasons. After this the necessary routine to conform to Board of Education rules and legal requirements should be followed.

E. E. OBERHOLTZER

Superintendent, Houston, Texas

In the selection of textbooks there are certain definite problems that arise:—First, the need of the textbook, second, the function of such a textbook, third, the fitness of such a textbook to meet the needs and to promote the total program of education.

There has been considerable scientific study and investigation made in this field. I would suggest that the superintendent collect some of the best prevailing score cards for the mechanical condition of the book and study some of the best psychological studies for the selection of content and fitness to the level of maturity of the student. In selecting the book in a small system, it would be well to have all of those teachers interested in the field of studies which the textbook is to serve included on the study committee for the appraisal of the books available. Certainly, teachers, supervisors, principals should all be represented on such a committee.

In the appraisal, which leads to the final selection of the book, the committee should be asked to contribute freely their criticisms of the value of the book in relation to the field for which it is selected. A smaller cross section committee representing teachers, principals, and the superintendent, might study more intensely these reports and organize the responses.

This is somewhat the procedure used in the larger systems, and as chairman of the textbook committee for many years, I find nothing stimulates interest in the future textbook so much as to have teachers study the problems arising in their own classrooms and then through analysis of these problems apply their own judgment to the selection of the textbook. It may be that some of those individuals participating in the committee will not make any great contribution to the selection of the book itself, but on the other hand, I have great faith that the study that each member should make will be of great value when the book is placed in the hands of the teachers as one of the texts for the students to use.

A word of warning of some difficulties might be well at this point. First, be sure that the reading and vocabulary level is fitted to the group of students who are to use the book. Second, be sure that the organization of the book, the philosophy, and point of view, are in harmony with that of the educational program; and third, be sure that the author has had experience in teaching and is prepared to give material with adequate authenticity. If desirable content, emotional appeal, and practical presentation are included in the book, it may be accorded a high place in ranking.

In conclusion, then, let the selection of the textbook be the result of carefully organized co-operative study by persons who are familiar with the needs and uses of the book. Be sure that sufficient time is taken to consider all of these elements in relation to the purpose for which the book is selected.

RICHMOND BARBOUR

Instructional Coordinator, San Diego

Any procedure for textbook selection must be adapted to peculiar local needs, but a general outline of recommended practice is emerging from many successful local plans. The procedure outlined below can apply to both basic and supplementary textbooks.

1. Establish a "Sample Library" to receive sample books submitted by publishers and to distribute them for evaluation.
2. Early each fall survey the staff to determine the spots where changes are needed.
3. Notify publishers before January 1 of the grades and subject fields wherein changes are contemplated. Be as specific as possible in describing the kind of book wanted.
4. Establish teacher evaluation committees to try out and judge the samples. Provide adequate rating sheets to guide teachers in studying samples. Books should be rated on content, organization, reliability, and format. Be sure that each book is evaluated carefully by several teachers.
5. If time and money permit, utilize the Lewerenz Technique to determine reading difficulty of the most promising samples. Occasionally lists of recent books and their rating on the Lewerenz measure are published and can be used.
6. Late in the school year pool your findings and, with teacher help, make final recommendations to your Board or School Committee.

B. F. STANTON

Superintendent, Alliance, Ohio

Textbooks should be selected on the basis of merit. This is not always easy. Most textbooks are good and it is often difficult to see any superiority of one above another. The superintendent who is engaged in making a selection, however, will do well to observe a few general principles. May I therefore, mention the following:

1. Select the text that best suits your individual needs. The best text for one community may not be the best for another. In one community the interests may be largely industrial; in another a greater stress is placed on culture and preparation for college. This is especially true of textbooks for a high school. In the elementary grades, the needs are more nearly uniform.
2. The manner of presentation of contents is important. A text may be very readable but a poor text. It may be difficult to teach from such a text. Unless the contents are well organized, a text is faulty. In history, facts should be so presented that some movement or principle can easily be evolved. In science a principle should be clearly stated with sufficient illustrative matter to make that principle clear.
3. The matter of language is important. While new words should necessarily be introduced, they should be capable of clear and explicit definition. Do not expect to find a textbook whose language is limited by the vocabulary of the child. Any course should leave the pupil with a larger and

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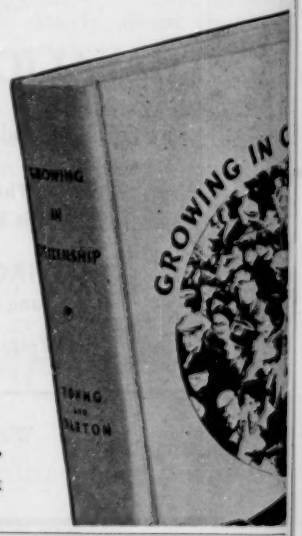

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richer vocabulary than he had when beginning such course.

4. Select a text that is adapted to the uses to which it will be put. The work should be simple enough to be mastered by the pupil, but it should not be so easy as to present no challenge to such pupil.
5. Select a text that is attractive in its appearance. Durable structure, helpful pictures and illustrations will add to the worth of a textbook and prompt the pupil to take better care of it.

WALTER F. YOUNG

Superintendent, Worcester

It is pleasant to note that the selection of textbooks for class use is becoming more and more democratic in the modern school.

For illustration, let us select a review grammar text for the third year high school German course. (Worcester has four high schools with approximately 7000 pupils.) Each high school principal selects one representative from his building. A meeting is called by the superintendent, or more probably a member of his immediate staff who has charge of curricula work. The textbook situation in general is discussed. Notice of the fact that the German Department wishes to examine all available third year review grammar texts is sent to all book companies. These companies, in general, submit textbooks to all members of the committee. This also brings a number of visits from book-men in the territory. These book-men speak to all members of the committee, for they are free to visit all teachers before and after school hours, at recess time, and during free periods. The book-men usually speak to the principals, also, and then sum up the situation to the superintendent or, in this case, the executive assistant. In other cases, it might be to the assistant superintendent or to a supervisor. Selecting textbooks or making courses of study is never a hurried procedure, so, after many meetings of the committee a text is finally selected. Each individual member of the committee himself holds meetings of his own among his fellow-teachers in his own school. Therefore, the final selection of a text is truly a representative selection. The textbook chosen is in the last analysis the selection of all concerned in the use of the book.

The course of study does not determine too strictly the textbook and vice versa, neither does the textbook decide the course of study. The course of study is only a compass to indicate direction, to guide the teachers' steps to prevent wandering too far afield. It is also a minimum guarantee of accomplishment.

The modern trend is often to use more than one book in a class. This does not mean that a pupil has more than one book at a time. A class of thirty pupils may sometimes have three sets of ten books each,

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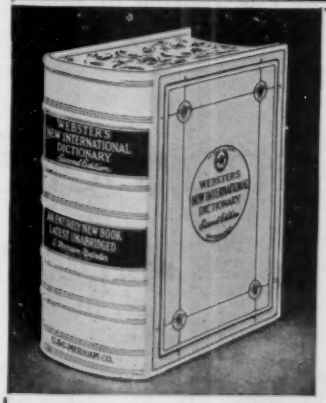

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In general, the course of study is the beginning, then the best textbook is selected to *accompany* the course. It may be desired to revise the course after the selection of the text. For example, for convenience sake the order of the course of study elements may be altered to conform with the order of the text, or new elements may be added to the course because of the textbook's inclusion of such material. A course and a text should *cooperate* and not fight each other, but neither course nor text should ever be considered final, for schools are living organs ever changing and constantly needing new sustenance.

In general, at the end of the normal life of a book, that is, about five years, the whole book field is re-examined with the plan to select a new text if such a text has become available in the interim. If such a text is not found, then the same text is re-ordered.

The selection of textbooks is a fascinating procedure. Modern publishing companies know their business so well that oftentimes this is a most difficult piece of work and one which brings about many earnest discussions. It is sometimes desirable to select an alternate text in order to please a minority group and also to allow teachers to alternate in order to maintain their own fresh outlook.

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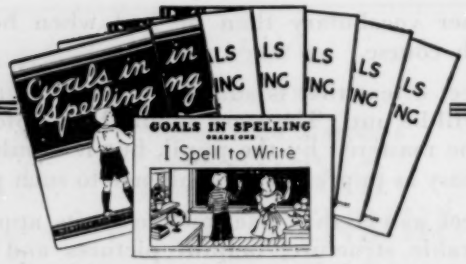
Watch for other replies in The Journal of Education for March.



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Better and Better School Books

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

WHEN "Uncle Joe" was elected to the state legislature he proceeded upon the assumption that his forty years as a teacher in a one-room rural school had made him the final authority upon all matters pertaining to education. Consequently, as soon as the lawmakers of the commonwealth assembled, he introduced a number of bills regulating certain phases of the school system. Although none of these bills passed, they furnished a diverting subject for discussion among those interested in educational affairs. One of the most original of them had to do with textbooks. It stipulated in effect that the McGuffey readers, Ray's arithmetics, Harvey's grammar and Mitchell's geography be adopted for use throughout the state, and further provided that there should be no changes in texts for twenty-five years. Ludicrous as was the bill not everybody saw the joke. Another gray-haired teacher averred, "Nobody can deny that the old books are better than those that are published today." A successful lawyer, who had seen few school-books since his own youth, was heard to remark, "The textbooks used today in our schools do not come within miles of measuring up to those we had when I was a boy." And statements of this type were by no means unusual.

It is probably to the credit of a person if he remembers with pleasure the books which helped to open the gate of learning for him. If they do not arouse some devotion on his part, there has been a failure somewhere along the line. It is true, moreover, that many of the older books possessed intrinsic merits which would make it highly unjustifiable for us to attempt to dismiss them with a few callow sneers. The makers of the texts of the present inevitably have profited by the lessons which they

have learned from those who prepared such educational material for the youth of earlier generations. Here as everywhere else we are the heirs of the past. Nevertheless, anybody who would contend that the textbooks of 1940 are inferior to the ones of 1900, or 1880, is taking a position which on its face is absolutely untenable. To make such an assumption would be as illogical as to state that the "one-hoss shay" of our ancestors is superior to the most efficient and sumptuous 1940 motor-car. It goes without saying that all the time, thought and ability which have been expended in an effort to improve these instruments of teaching have not been spent in vain. No one can come into contact with the books used in our schools today without being impressed with the exceptional progress which has been made in this field, especially during the past five years.

That there has been a marked improvement in the format of textbooks is one subject which is not open to debate. It was a comparatively few years ago that a superintendent of schools in an article in an educational magazine complained that so many of the volumes prepared for use as texts were physically unattractive. In addition, he lamented the fact that frequently the print was bad and the pictures small and unappealing. The man who would write such a jeremiad concerning modern publications would be flying directly in the face of facts. Although the typical modern textbook may not invariably be a joy forever to all exposed to it, nobody can deny that it is a thing of beauty.

In practically all fields of the publishing business it is now assumed that the physique of the book as well as its contents must be taken into account. As a result the art of making attractive books has been developing with considerable rapidity.

I am writing this article in a book-lined room, and although the volumes on the shelves are of varied types and deal with divers subjects, the most attractive shelves are those containing review copies of high school and elementary texts. Most of our good old book friends of thirty years ago were decidedly drab in appearance. Not so those which our children carry. Publishers today are not afraid of color. And the bright combinations upon the covers of the volume do not shriek with discord, but blend in harmony. Neither is the physical improvement confined to the outside. Illustrations are numerous and of ample size. Very often they are selected for attractiveness as well as for teaching quality. Often, although not yet invariably, we find paper tinted for sight-saving purposes. The Model T textbook of yesterday has been succeeded by the streamlined volume of today.

But after all the value of a book is determined by its contents. Elbert Hubbard's *Essay on Silence* with its artistic binding of tooled leather and its deep saffron pages, suggestive of "vellum rich as country cream," was a charming ornament for a parlor table, but the fact that the pages were blank militated somewhat against its literary value.

What are some of the other ways in which textbooks have grown "better and better"? Probably the outstanding improvement in this phase of bookdom is the tendency to prepare the material with the thought of the child kept uppermost. *An Experience Curriculum in English* as prepared under the direction of The National Council of Teachers of English has been one of the notable educational studies of recent years. Its central idea is probably the major emphasis in present-day American education. Material must be presented in the light of the experience of the student. The teacher must not only know the subject matter but he must also know the mind with which he is bringing it into contact. Without such knowledge there can be no teaching.

The realization of this truth is strongly reflecting itself in our texts. The day has passed when distinguished names will sell a book. We now know that a book written by a master of the minutiae of a given area of learning will be an academic futility unless its author has a very definite understanding of the group for which the work is prepared. Each year scores of books are coming from the press which are in themselves exhibits of the findings of enlightened pedagogy. For example, the modern text in history specializes in connecting the issues of the past with those of the present. That in sociology and economics presents the larger issues of their fields in their relation to the problems of the community and the individual. Texts in Latin devote considerable space to dealing with the connection between its vocabulary and our own mother tongue. The newer arithmetics specialize in immediate life situations. Illustrations of this can be multiplied. The textbook of today is student-centered. It connects experience material with student experience.

Most certainly the authors and publishers of school books have not yet reached the pinnacle of perfection. Nor will they. Books produced by imperfect human beings will necessarily reflect some of the weaknesses of their makers. This, though, does not mean that they possess all the faults of which

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they have been accused. Recently a news article in *Time* contained the assertion that textbooks are twenty years behind the times. It would be highly interesting to know the grounds for such a statement. If it were true, it would be indicative of a calamitous situation. But the careful student of contemporary educational literature is more likely to be impressed with the facility with which it is kept up to the hour. This is, of course, by no means easy. The swing of events can make the most modern writing hopelessly antiquated. It is said of a certain famous series of theological works of the nineteenth century that they were out-of-date when they were written. It's dollars to doughnuts that if this were true of a textbook, it would not find a publisher. Although competent books are not written in a week or published in a day, the successful effort which is made to keep them in step with the march of the present is not to be minimized.

The textbook is not a substitute for the teacher. It is rather his dependable helper. Of the efforts to eliminate it from the educational equipment, there have been incomparably more failures than successes. It has reflected the best educational thought of the period which produced it. This is what it is doing today, but naturally we have not yet learned all that is to be known about the highly difficult art of teaching. Just as the books of today and an improvement on those of yesterday, we can count on the even greater superiority of those of tomorrow.

Ten Principles of School Publicity

C. HERMAN GROSE
Superintendent of Schools
Erie, Pennsylvania

Winning community support for a sound educational program calls for school publicity of the most effective sort.

THE shibboleth of the balanced budget has been a grim spectre in the path of school superintendents and school boards throughout the nation for the past ten years. The depression 30's will surely be recorded in educational history as the period of forced justification of the financial expenditures made for public education. Reduced income from the usual sources of school revenue has placed the school administrator at the crossroads with but two passable roads to travel, either one beset with dangerous curves and steep grades. The one road leads to a curtailment of the educational program of the community; the other, to increased income from whatever sources public school income may be had. A balanced budget can be effected only through one of these two measures or a combination of both.

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Every school superintendent knows that it is far easier to add educational services than it is to take them away. Once the community has become accustomed to the educational advantages provided for its children and adults, the program tends to become a tradition, one which is reluctantly broken. It is a rare experience for a board of education to receive requests or demands that educational services be curtailed. But even in depression times incessant demands are often made for increased educational offerings. The task of balancing the public school budget by curtailing the school program is as distasteful to the public as it is to the superintendent or school board attempting to effect it.

The alternate course of obtaining increased income for the support of the public school program is equally difficult. Usually, increased income means an increase in the rate of taxation on real estate which is already burdened with too great a share of the support of municipal and county governments. Tax-payers organizations, real estate boards, economy leagues, and other pressure groups stand ready to give vociferous opposition to any and all proposals for increased tax rates, even though reduction in property valuation more than offsets the rate of increase.

Thus the public school administration is the focal point of two opposing forces, the one insisting that the educational program remain intact or even be increased, and the other demanding that curtailment be made in preference to increased income. Both groups are obviously wrong in principle and selfish in purpose at least to an extent. Patrons must realize that every educational activity costs something and must eventually be paid for by the public. Taxpayers must face the fact that curtailment of income means curtailment of educational facilities and that reduced budgets necessarily result in decreased educational opportunities for the pupils and adults the schools are designed to serve.

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If the superintendent of school

and the school board are to solve this baffling problem it is essential that a better understanding of the work of the public school be had by both those who seek the benefits of the educational system and by those who view public education only in terms of financial expenditures. There is surely no one infallible method of solving such an intricate problem. Of the many possible approaches to the problem, one important attack is used far less frequently and effectively than its value justifies. It is that of informing the public about the work of the schools.

All too frequently it is taken for granted that the community has kept pace with the changes which have taken place in public education in the last quarter of a century and that the work of the public schools is understood and accepted by all concerned. Only when challenges are hurled at the school to justify its expenditures is it realized that patrons, taxpayers, and school officials are not on common ground. When patrons understand the cost of educational services, and taxpayers understand the educational returns from the investment made, and school officials weigh the financial ability of the community to pay for education, the way is paved for both a balanced budget and a balanced educational program.

To bring about a community understanding which will result in a unified support of the public school program it is essential that a planned program of publicity be formulated and effectively used. If the publicity program is to be successful certain basic principles must be observed.

First of all, school authorities must make certain that the existing program of education can be justified both in terms of educational results and expenditures required. One great benefit of the depression period has been the enforced appraisal of the activities of all tax raising and spending agencies. Fortunately, the public schools have not escaped this critical appraisal by the public, if not by the school officials themselves. Before a publicity program can be safely launched, the educational house must be in order. Activities of questionable educational value, and any semblance of financial waste must be eliminated if the school program is to be successfully defended before the public. Continual appraisal should be practiced by school authorities, whether forced by financial conditions or not.

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A second principle to be observed is that the schools are public, paid for by the citizens, and that those who pay the bills are entitled to complete information about the use made of their money. There should be no secrets in the expenditures made for public education. Taxpayers are entitled to all of the facts. This implies the necessity of efficient budgetary practices including a complete accounting system. School officials must be fully informed of the relation of the educational program to the expenditures required to finance the program before they can satisfactorily inform the public about what their money is buying in educational services.

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A third principle may be drawn from those athletic enthusiasts who maintain that a football team's best defense is a good offense. A public school publicity program should be offensive in nature rather than defensive. A school superintendent who looks ahead and supplies information in advance is surely in better position to maintain his educational program than if he is forced to take the defensive. Questions should be asked and answered by school leaders themselves before they are required to answer them defensively.

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A fourth principle is often overlooked in mapping out publicity programs. School publicity is not a one-man job. Although the superintendent is the source of official information, the publicity

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program depends upon the cooperation of all school employes for ultimate success. This implies the desirability of all school employes having a general understanding of the affairs of the school district. It cannot be assumed with safety that even teachers or principals really possess an overview of the problems of the school, particularly financial problems. The public school publicity program should begin with the school itself. If those who are on the payroll of the school district do not have an intelligent understanding of the school program and its financial meaning, it is not to be expected that the public at large can be made to understand or have sympathy for public education. A carefully planned program of information for school employes provides a good basis for disseminating publicity. Every employe has a circle of friends and acquaintenances and if adequately informed can do much to give accurate information about the schools.

A fifth principle seems most appropriate at this time when propaganda runs rampant. Amos and Andy, famous radio team, recently gave the nation many laughs and many serious thoughts as well in their treatment of propaganda. Andy finally concluded that "I ain't goin' to bulieve nobuddy about nuthin' notime, not even myself." If the superintendent of schools wishes to be believed by his public he must carefully avoid any publicity program which departs from the actual facts which really exist. The publicity program might better never exist than to have its foundation in propaganda.

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Publicity programs which operate intermittently or spasmodically are obviously less effective than programs which are so planned that a steady flow of information is available to the public. A sixth principle is that the public school publicity program should be continuous in nature, making use of every opportunity to keep essential facts before the public. It is unwise to assume that information once given to the public need not be repeated or re-emphasized. The audience is both continually changing and forgetful.

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A seventh principle may be borrowed from the business world in which it is said that a satisfied customer is the best form of advertising. Satisfied patrons who are pleased with the work accomplished by their children in school, and who understand what the school is attempting to accomplish provide a receptive audience for school officials when balancing the budget becomes a problem. The implication here is that the school should purposely plan to educate patrons as to the school program and through them publicize the value of the educational program and its merit of financial support. Another implication is, of course, that the educational program must really be good in order to effect such community understanding and support. It is the task of the superintendent and his teachers to provide the kind of schooling that lends itself to such support. Publicizing an educational program that cannot withstand the strong light of critical inspection may result in creating an effect just opposite to that desired, unless, of course, an attempt is deliberately made to throw the spotlight on educational deficiencies in the hope of obtaining improvement in the existing educational program. In either instance the school itself must meet the challenge by providing the best possible program under existing conditions and with the funds available for financing that program.

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All of the foregoing principles may be understood and applied and the general public still be uninformed as to the work of the public school except as information is incidentally obtained. The most luxurious automobile is worthless if it has no starting mechanism. It is the problem of the administration to see that the publicity program starts and keeps on running or at least runs when it is desired that it do so. Opportunities should be seized to use every available avenue through which the story of the public school program can be effectively and judiciously told. An eighth principle might well be that the publicity program should be so set up that it is ready to function at the opportune moment.

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Many public school publicity programs die before they reach their full growth, or result in creating a hostile attitude toward the schools because the concept of the purpose of the publicity program fails to include another very important principle, namely, that personal advertising should never, never be a motive underlying the publicity program. The publicity program must be impersonal from beginning to end. It is readily granted that a publicity program must necessarily revolve about persons and that school officials cannot and should not be completely divorced from their positions of responsibility. But a publicity program which has for its prime purpose the glorification and aggrandizement of any individual has no justification. Although this thought is stated as the ninth principle, it might well be the first.

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The tenth and last principle is more or less obvious. Anything which is overdone may become monotonous and obnoxious. Every school man has on his list of pet peeves the salesman who is too frequent in his calls, stays too long, and is too persistent in his sales talk. Instead of creating the desired favorable impression the reverse is true. Such a danger exists in every public school publicity program. Although the superintendent and his aides must ever be on the alert to take advantage of opportune situations, and be perpetually equipped to clinch a point

for the educational program, he must not become a community pest. The tenth principle embodying this thought is really one of good taste. Its application depends upon good judgment.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Too Little Thinking

THIS said man is a rational being. In a large measure he is and in a sizable measure he isn't. Through reason the individual breaks down old prejudices and biases; gathers new facts, studies and organizes them and develops reliable principles.

Intellect is responsible for all progress—mechanical, social and economic. At the same time there is too little thinking in the world. What the race has achieved is as nothing compared to what it should have accomplished.

The problem of nice thinking is intensified by another, namely, the effect of the emotions upon formulating reliable conclusions. One decides in time of un-emotion that it is not reasonable to gossip, quarrel or fight, but in periods of stress when emotions of love, hate and fear billow with unrelenting fury against the bulwark of his intellect reason capitulates and standards of conduct approach the ludicrous. Dispassionately the individual declares for neutrality and then caught in the meshes of lies and hate he swears that neutrality isn't neutrality and that the heart of America rests in the bowels of Europe. Reason commands limitless possibilities—but all too often emotion negates logic.

These are practical questions that face you and me: can we develop a telling emotional control? We can—and when we do, reason will have won its strongest ally. To educate we must stress all forces that influence conduct.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department

The Superior Child

Q. Writes a certain teacher: "What opportunity may be given in the classroom to a gifted child to develop his particular talent so that it may become something to share rather than something to be conceited about?"

A. Not easy to answer. An occasional teacher does attain this goal to a high degree. Her success seems to depend on her ability to stimulate this child to go on doing harder and harder things which challenge his best efforts; and to induce him to feel and express appreciation for the achievements of other children in his class or outside of it, in ways in which this child himself is mediocre or inferior. Then the child talented in art or creative writing, for example, might be induced to contribute to a school play or assembly program in which other children talented in a different direction can participate.

The child who shows superior aptitude in practically all his school work may be motivated to do extra reading, the results of which can be shared in an enterprise by a larger group. He also needs to have exercise in service to his group which may not be inviting to him or put him in the lime light.

Even if the school did a good job to keep the gifted child reasonably humble, his parents and other relatives may cultivate conceit in him. These parents and their child need to pray for humility. It is not easy to be a good parent or teacher of a highly gifted child—to help this child to be likable as well as talented.

The Stuttering Child

Q. I have a child in my class whose stuttering annoys me. Is there anything I can do to help this child?

A. Have an understanding with him that he will speak in class only when he feels able to speak. Let him indicate his readiness by a secret sign you and he have agreed upon. Try to be calm and relaxed as he speaks, showing no sign of haste, no anxiety about his success, with the attitude that all is going well.

If a classmate smiles or laughs at him, rebuke this classmate privately. In case a number smile or laugh, rebuke them openly. Cultivate in the other children, in the absence of the stutterer, a courteous and considerate attitude toward him and suggest to them ways whereby they can help build up self-confidence in him. Treat his stuttering as an emotional problem. For further treatment of severe cases look to the speech expert.

Study the child's home relationships and prevail upon his parents to be patient and companionable with him, and to make him feel he is a loved and worthy member of the family. Some children who stutter at home rarely stutter at school. Some who stutter with one teacher do not stutter with another. Some stutter in the classroom and not on the playground.

Encourage the stutterer to read aloud to himself and to a child under six to entertain that child. The younger the stutterer, as a rule, the more likely he is to recover. I wish every teacher, and every parent, of a stuttering child would read *The Stutterer Speaks*, by Carl Wedberg. (Expression Company, Boston.

The Poor Penman

Q. Some children, particularly boys, around about the fifth or sixth grade, even in high school and college, are miserable penmen. Their writing looks terrible.

How may a teacher help such pupils to improve their writing?

A. She won't get far by hounding him about his ugly written papers. Nor from the usual classroom exercises in penmanship. Perhaps her best procedure is to encourage him to turn to manuscript writing or to a kind of print-writing of his own devising. One of my own boys who was a very poor penman found a happy way out by inventing his own scheme; his writing now is very legible and neat and has marked individuality.

Be a child ever so bright, or even with a typewriter at his disposal, he will be seriously handicapped all his school life if his handwriting is very bad. Teachers tend, naturally, to mark a paper lower, whether in the sixth grade, high school or college, if this paper is untidy and hard to read.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

She Craved Recognition

"I want to ask you what my freshman sister can do to get into things and win recognition," a young woman who was graduated from Cony several years ago said to me. She had come to the house to talk over several matters pertaining to the younger member of her family. She continued, "My sister's best friend has just served on an important committee and is a member of the glee club but she herself is not getting anywhere. The girl cried last night and wanted to leave school because she is not winning any honors."

There was nothing I could say that seemed to satisfy my visitor. She finally left and I reported the conversation to my wife. "Why is it," I asked, "that some young people seem to come to school just to get recognition?"

"Don't you help make them that way?" was the reply. "You put into the paper the pictures of your athletic teams and clubs. After each ranking period you have read at assembly the honor lists. You hand out all kinds of prizes at graduation. All this does not savor of teaching pupils to seek knowledge for its own sake."

I plead guilty. Our policy is to see to it that recognition follows achievement. It is natural no doubt for many to get the idea that recognition is the main thing to be desired and to be down hearted when it does not come.

Recognition and acclaim are not the highest goals for anyone to seek. They are fickle. They are often given, or withheld, unworthily. It is hard to imagine anyone's living a useful and happy life whose chief efforts are devoted to personal publicity. Those who have contributed to the world's progress have been the ones who have gone ahead and done what seemed right without thought of praise.

In my opinion the great need is to inculcate in youth this time-honored life motive—"the glory of God and the service of man." Let the recognition take care of itself.

Democracy's Problems

The Proceedings of the Congress on Education for Democracy, held at Columbia last summer, has just come to me. It is a notable book, which should be read and studied widely by educators.

It was my privilege to attend that gathering. Eminent men and women from many parts of the world, representing almost every field of human endeavor, discussed the meaning and benefits of democracy and how best to maintain and promote it.

The morning after the grand banquet at the Waldorf-Astoria, where the chief speaker was the distinguished former prime minister of Great Britain, Stanley Baldwin, I took the train back home, my mind dwelling on the inspiring words which I had heard the previous evening. It was not long before the problems of our democracy began to press in upon me.

The sight of large numbers of dejected men loitering about the railroad stations brought home to me the tragedy of our millions of unemployed. Just after I had been reading in the newspaper about the strike of dairy farmers to get the equivalent of five cents a quart for their milk I bought a glass of that article on the train and paid fifteen cents! A quart makes four glasses, so I was paying as a consumer more than twelve times as much as the producer received. This incident led to thoughts of the cost of distribution of commodities, the unjust inequalities of income among our people, and the high prices of some of the most essential foods. I had plenty of cause to think of the need of decent homes and suitable recreation centers as I passed by dilapidated tenements and saw little children playing in the street. A neat, intelligent-looking colored woman came into the coach and sought a place to sit down. No one of those sitting alone offered to move over to make room for her and she had to take an undesirable seat away up in the front of the car. There started in my mind a train of thoughts about our undemocratic attitude towards certain of our minorities.

More power to conferences like the one at Columbia. But democracy depends mostly upon the help or practical, patriotic people who are ready to do something towards solving the problems which surround us everywhere.

The News Digest SECTION

New Freedom Asked For Teachers

PHILADELPHIA.—A new code of "freedom and economic security," declaring that when a teacher "speaks or writes as a citizen he should be free from institutional censorship or discipline," has been adopted by the Association of American Colleges.

The association represents more than 500 of the leading colleges and universities in the United States.

"The teacher is entitled to full freedom in research and the publication of his results subject to the adequate performance of his other academic duties," the code contends, "to freedom in the classroom in discussing his subject.

"But he should be careful not to introduce into his teaching controversial matter which has no relation to the subject matter."

Georgia Plans For Farming Courses

ATLANTA, GA.—At a conference of State superintendents of schools from nine southeastern States, held at Washington, D. C., Dr. M. D. Collins, Georgia Superintendent of Education, submitted a plan to provide vocational projects in the instruction given to rural boys and girls in grammar grades.

Pointing out that under the present setup of vocational education farming subjects are not taught in rural schools below the high school level, Dr. Collins set forth the desirability of providing practical instruction for those who will spend their lives on the farm. The plan is designed particularly to help those who drop out of school after completing the fourth or fifth grades.

The conference in Washington was called for consideration of methods to combine the farm program of the Department of Agriculture and the program of the common schools of the State.

ENDOWED UNIVERSITIES ADVISED TO LIMIT SIZE OF STUDENT BODY

CAMBRIDGE, MASS.—Educational institutions have reached the end of an era of rapid expansion in enrollments and endowments and should now be concerned with methods for closer integration of educational endeavors and scholarly investigations, Dr. James B. Conant, president of Harvard University, told the board of overseers in his annual report.

He contended one of the chief duties facing endowed universities was to take advantage of their opportunity to limit the size of the student body and the range of the instiution's activities and to concentrate effort "on those endeavors which give the greatest promise of making a contribution to the educational progress of the country."

The ability of endowed universities to so limit their student bodies and scope of activities, he said, placed them at an advantage over state or municipally controlled institutions in reshaping outworn educational procedures.

"During the next 20 years," he said, "a great majority of the students will probably attend institutions supported largely by taxes and controlled by a state or municipality.

"But this does not mean that the day of the privately-endowed universities is over," he continued. "On the contrary, there is good reason to believe that there are a number of tasks for which they are peculiarly adapted—certain duties they should perform. The first of these surely is to serve as truly national centers of higher education, drawing students from every section of the land.

"The second is to take advantage of their opportunity to limit both the size of the student body and the range of he institution's activities, and by so doing to concentrate on those endeavors which give the greatest promise of making a contribution to the educational progress of the country.

Declares Reds In Hub Schools

BOSTON.—State Commander Wilfred E. Jacobs of the Veterans of Foreign Wars declared recently that communistic organizations and clubs, masked under other names, were operating in the Girls Latin and other Boston high schools, to corrupt the minds of the school children.

He said the Communists of today have no long beards, but are young people between the ages of 18 and 25 and that the teachers and superviisors should ferret out the real purposes of these seemingly harmless clubs and should stamp them out.

"Mass Job Hunting" Tried by Graduates

NEW YORK—Armed with pamphlets explaining their aims and bolstered by a pep talk delivered by Borough President Stanley M. Isaacs, in which he praised them for their courage and ingenuity, 100 unemployed high school graduates of the lower East Side set out one morning recently on a mass job hunt calculated to obtain work for at least a few of their number. The young people traveled in "teams" of either two or three. Their story, as they related it to prospective employers, was simple. All members of the East Side Job Council, with headquarters at the Educational Alliance, they told of the setting up of the council last August, since which time 60 jobs have been obtained. The principle of the council, they added, is for each team to visit as many employers as possible and, if not qualified for a particular position that is open, to advise the employer of the availability of one of their number who is.

SCHOOLS IN GERMANY AT WAR HAVE UNDERGONE MANY CHANGES

BERLIN.—The demands of the war have imposed special tasks upon the administration of the school system in Germany. Though it is claimed that no German child has been, nor shall be, curtailed in his education, nevertheless at the outbreak of the war, stringent measures were deemed necessary to meet all eventualities.

The outbreak of the war brought the Reich school administration face to face with the problems not only of protecting youth both against the dangers of the war and against curtailment of their education but also with the problem of how the schools might help to win the war. Education under the National Socialist regime is highly centralized. The Reich Ministry of Education issues instructions from Berlin to every school in Germany territory.

One result of the war was the closing of schools in order to use them as barracks or reserve hospitals for wounded from the front as well as air-raid victims. In some cases only part of the school is closed, the other part being still used by all the pupils through doubling of classes. In these cases some rooms are cleared of desks and partially equipped for hospital uses. So far, these schools have been used neither as barracks nor hospitals, but they are always held ready.

The wartime changes, however, have not been allowed to prevent children from attending classes. Heretofore in the Volksschule—equivalent of the grammar school in the United States—which children attend from their sixth to fourteenth year, they have gone only in the morning from 8 to 1 o'clock, leaving afternoons free for home work and the activities of the Hitler Youth and Hitler Maiden's organizations. Now, instead of having only morning classes there are afternoon classes for a different group of children.

Teachers are expected to do their bit in strengthening the will of the children. The meaning of such slogans as "Never Another Versailles" and the Fuehrer's words "Capitulation is one word I never have learned," is being drilled into them. They are taught that Germany must fight for her right to living space and that they, like their parents, must be prepared to make every sacrifice to win.

Military service has thinned the ranks of the teaching profession. Those who have been called to the colors have been replaced by retired teachers, who are given a pension at the age of 65, and many teachers who remain at their posts must work all the harder. Many women teachers who gave up their work when they married are also teaching again.

Bates College Offers $4,000 Aid

LEWISTON, ME.—A $4,000 scholarship competition for New England students, announced by Bates College, will provide sixteen full-tuition scholarships of $250 each, ten for men and six for women.

The basis of choice will include scholastic standing, character, personality, promise of leadership, and demonstrated financial need on the part of any student endorsed by the head masters of the schools eligible for competition. Only one scholarship will be awarded to a school in any one year.

Candidates must be seniors or postgraduate students, and must stand in the upper fifth of the class. There are no competitive subject-matter examinations, and the scholarships will be awarded on the basis determined by the principals or head masters of the respective schools.

College Girls To Make Hose

ATHENS, ALA.—Work has started here on a silk hosiery mill to be operated by girl students of the historic Athens College.

The first unit will cost $50,000 and is expected to be ready for operation in the spring. It will employ 100 students, workng in four-hour shifts.

Students will be paid 25 cents an hour for the first 480 hours and 30 for the next 480, both with "training periods" to be completed in the first year. Students in the second, third and fourth years will be paid 40 cents an hour.

The output will be sold on a contract basis, and the college does not expect to make a profit.

"The step is not one directed toward making Athens College a vocational school," according to E. R. Nawlor, president, who said he hoped the mill would enable hundreds of students to obtain a liberal arts education.

Trust Fund Established To Aid Needy Students

PHILADELPHIA.—The will of the late J. W. Van Dyke, Chairman of the Board of the Atlantic Refining Co., provides a trust fund of at least $1,500,000 to aid deserving students, particularly the children of employees of the company.

Trustees of the fund are instructed "to aid and assist those to secure a suitable and useful education who have shown ability and ambition in their earlier studies or in life, who are of self-reliant and deserving character, who can be helped without thereby encouraging idleness or thriftlessness, and whose own or whose family's resources are insufficient or exhausted."

Pint of This Poison Could End All Wars

STORRS, CT.—Dr. Milton J. Foter of the University of Connecticut faculty offers one reason why a professor should never stick out his tongue in a bacteriology class.

One student, he said, was handling a hypodermic syringe filled with a pure extract of one of the deadliest poisons known to mankind when some of the liquid spurted out and struck Dr. Foter just above the Adam's apple.

By way of explaining what might have happened if some of the clostridium botulinum had landed on his tongue, Dr. Foter told the student that 84-millionths of a gram of it taken orally would kill a man in ten minutes and that a pint would dispatch all the armies in the world.

Bad Roads Close Peru (Mass.) Schools

PERU, MASS.—Vacation time came unexpectedly early to Peru school children in January, as it was announced that 24 students at the Center school would not be required to attend classes until about March 15 because the country roads were in such poor condition. But the youngsters will pay for it by trudging the same roads far into the summer to make up the lost school days.

Perfect Teeth Revealed by Survey

BERKELEY, CALIF.—The high percentage of perfect teeth among the students of the University of California, which proved somewhat of a surprise to campus dentists and doctors, has intensified the university's efforts to maintain this improvement.

In an examination of 5,000 students, both men and women, it was found, in preliminary examinations, that more than 260 had perfect teeth, while many more had only minor teeth defects. X-ray examination confirmed the results of the preliminary examination in many cases.

The percentage of students with caries-free teeth as shown in the initial examination was about 5 per cent, whereas the percentage on similar counts elsewhere is around 3 per cent. All of the students were taken from the Berkeley campus, but were from all parts of the State. A check is being made to determine what portions of the State have the most caries-free individuals.

Lucius A. Whipple Heads R. I. College

PROVIDENCE, R. I.—Lucius A. Whipple was installed as President of Rhode Island College of Education, on January 15. His Excellency, Governor William H. Vanderbilt and Dr. Ralph C. Jenkins, President of the State Teachers College, Danbury, Connecticut gave the principal addresses. Mr. Whipple was presented by President Emeritus John L. Alger.

President Whipple was born in Harmony, R. I., 1887; was graduated from the Rhode Island State College in 1908; and received the Master's degree in Education from Brown University. He began his teaching in Maine but soon returned to Rhode Island where he held the positions of Superintendent of Schools in Lincoln, Principal of the Pawtucket High School, Superintendent of the Rhode Island State Home and School for Dependent and Neglected Children, and Director of Surveys and Research of the State Department of Education. He has also been District Governor for Connecticut and Rhode Island of Lions International, and Executive Secretary of the Pawtucket and Blackstone Valley Community Chest. He has been Vice President of the Rhode Island Institute of Instruction, Secretary of the Barnard Club, and President of the Rhode Island State College Alumni Association.

LOWER SCHOOLS MUST IMPLANT SOCIALISM UNDER MEXICAN BILL

MEXICO CITY, D. F.—Passage of a measure providing for socialist methods of education for all institutions except those of higher learning carries one step further the objects of the Mexican revolutionary program. The measure was passed, as a regulation to Article 3 of the Constitution on the final night of the present Congressional session, and will become effective six months from the signing of the Presidential decree which confirms the bill.

The program of socialist education has been in process of adoption since 1934, when President Cardenas took office. At that time he declared that the agrarian, cooperative, and educational problems would be the chief preoccupation of his Government, and all of his subsequent actions have confirmed that statement.

Such socialistic education, leading to a rational interpretation of natural phenomena and history, will be implanted in all pre-school, primary, secondary, and normal schools. Their entire program "is a public function for which the State alone is responsible," according to Article 1.

Two more important reforms were made to the original regulation. The first was the postponement of co-education until such times as the school plants are equipped to accommodate both boys and girls, a limitation which may mean that co-education is indefinitely delayed. The second was the removal of the penalty of imprisonment for all caught violating the new code. Penalties which remain are heavy fines and closing of schools which do not conform. Rigid inspection of all educational institutions by Government agents is also provided.

Military education will be required for all students up to the age of 15 years.

A general analysis of the new program leads to the conclusion that it will positively stamp Mexico's younger generations with a belief in the State socialism being implanted here and equip them to support and make that socialism effective. That it is perhaps the most important social legislation of the revolutionary program is also apparent, for it completely blocks the way for counter-revolutionary elements to influence Mexico's youth.

Scientist's Aloofness Helped Dictators

NEW YORK.—To a group of exiled scholars from the totalitarian countries, academic freedom, as offered by the United States, has meant an unusual opportunity to contribute to American life and institutions through formal courses, research projects, monographs and books, public lectures and participation in scientific congresses, Dr. Gerhard Colm, noted economist, said in a report recently made public.

Dr. Colm, in reporting on the second three-year period of the Graduate Faculty of Political and Social Science in the New School for Social Research (the University in Exile) as dean of the faculty, held that it was largely because scholars in Europe clung to the notion that they were degrading their profession when they considered the ends to which their science should be put; that they were so ineffective in resisting the growing tide of the dictatorships.

"But those of us who experienced the suppression of academic freedom and the virtual destruction of the universities as independent bodies in their former countries are especially aware of the values and duties implied in academic freedom," he declared.

Rule By Poets, Professor's Choice

HARTFORD, CONN.—The nation's poets, not the politicians, are the only ones who should rule the "dream" community of tomorrow, Professor Odell Shepard of Trinity College said recently.

Professor Shepard, 1936 Pulitzer Prize winner, said that such prosaic duties as wood-chopping, building construction and the everyday management of the utopian communities fall within the scope of the poet.

"It is a dream of mine which, if it has a fault, is too severely practical," he said in an address. Under the plan, the biographer added, nothing could be done in any community without approval of the poets.

"Take a look at our politicians," he said, "if you think poets could do worse."

Prince Presents Pupils with Gift

VADUZ, LIECHTENSTEIN.—Each of Liechtenstein's 1,800 school children found a present of five Swiss francs (about $1.15) in an envelope bearing the crown of this tiny principality when they went to school recently.

They were a holiday gift from the young ruling Prince, Francis Josef, who has left his estate and castles in Germany and moved into a castle overlooking the principality's 65 square miles, for the first time since he was crowned his uncle's heir last year.

Associates of the Prince said he planned to make his home in Liechtenstein, although his predecessors spent most of their time in Vienna.

Low College Costs Existed Back In 1858

SELINSGROVE, PA.—Back in the days when it was considered collegiate to mingle with Herodotus and Horace; when the South was considering secession; when Susquehanna University launched its inaugural year in 1858, college tuition bills ran $15 to $27 per year; $2.66 per session for room "furnished with bed and chafftick"; $1 per session for janitor service, and $1.75 per week for board. Each student had his own stove and had to supply his own fuel.

Student regulations said: "Each student shall keep a pail or bucket of water in his room in case of fire." Explosive fluids as lights in the building were prohibited; students were forbidden to keep deadly weapons; and spitting tobacco juice upon the floor was prohibited.

The college day, according to Susquehanna's early catalogue, started with the rising bell at 5 o'clock in the morning and continued until 10 o'clock, when all lights had to be extinguished.

Colby Junior Group To Survey 38 Towns

NEW LONDON, N. H.—In the Social Studies Department at Colby Junior College a selected group of twenty-seven students from the religion, sociology, psychology, history and economics classes will make a survey of the thirty-eight towns in the Dartmouth-Lake Sunapee region of New Hampshire, in which the college is located.

The five instructors in the department have each selected five students on the basis of scholarship and ability. Each group will work out a topic appropriate to its special interest and will plan field trips. In addition a bus trip, including the entire personnel, will be made. A written report will be published in May.

Topics to be considered will include educational problems of the region, industry and labor, the church and community, and the family. A steering committee is drawing the program together.

Public Speakers Learn of Faults

CHICAGO.—Prof. Sylvester Toussaint of Colorado State Teachers College of Education asked 500 persons in 59 occupations to name their "pet peeves" against public speakers.

Topping the list of 999 grievances, he told the current convention of the National Association of Teachers of Speech, were the following:

1. Mumbling.
2. Long-windedness.
3. Obvious lack of preparation.
4. "In closing" remarks running on and on.
5. Hesitant "ahs," "uhs," and "ers."
6. Folksy remarks addressed to someone in the audience.
7. A show of temper over a disturbance in the room.
8. Vagueness about facts.
9. Mispronunciation of common words.

Students Live In Fire House

AMES, IA.—Four Iowa State College students each year earn their lodging by fighting fires.

Each student must be on duty three half days a week, every other night and every other week-end from Saturday night until Monday morning.

The regulars share one room, while the students have adjacent quarters. The latter's quarters are furnished much like the average dormitory rooms, with study desks, lamps and a radio.

3908 Pupils Under Athletic Accident Fund

NEW HAVEN, CONN.—A report of progress of the Athletes' Accident Benefit Fund of the Council of the New England Secondary School Principals' Association was made recently by Walter B. Spencer, Commercial High School, New Haven, chairman.

The figures showed 121 schools have registered athletes in the fund; 3908 pupils are covered, 201 of them girls.

Spencer announced the outstanding event of the third vear is that Massachusetts schools have more than doubled the previous records.

The claims, as of Nov. 30, totaled 251. Classifications covered include arm injuries; chest injuries, collar bone, eye, face, foot, hand, leg, neck, nose, rib, concussions, sprains, ligaments, contusions, spine injuries and injuries to teeth.

The benefits run from $2 for one chipped tooth or ordinary small fillings, to $20 for irrevocable loss of the sight of one eye. A $1 fee covers all classifications. Fifty cents protects against everything but football.

Sherman Heads Andover Schools

ANDOVER, MASS.—As a result of a vote taken by the school committee, Kenneth L. Sherman, principal of the junior high school, became superintendent of schools here, effective Jan. 1, at a salary of $3800 a year.

He fills the vacancy created by the death of Superintendent Henry C. Sanborn Oct. 31.

Sherman, a native of Monson, graduated from Melrose High School in 1917, following which he attended U. S. Naval Academy at Annapolis for three years. Later, he taught school at Medford, Everett and Dedham, coming to Andover in 1935 as principal of the unior high school. He is a captain on the staff of General William I. Rose, 51st brigade, Massachusetts National Guard.

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BOOK REVIEWS

English as Experience

SENIOR ENGLISH ACTIVITIES. Book Three. By W. Wilbur Hatfield, Marion C. Sheridan and Laurence B. Goodrich.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Those who are familiar with Book One and Book Two of *Senior English Activities* will know about what to expect before they open this handsome volume, it being of the same general pattern as its predecessors. They follow, probably more closely than any other high school texts, the principles stated in *An Experience Curriculum in English.* Consequently all three books have been written with the thought that English is a social subject kept uppermost in the minds of the authors. There is, however, a difference in the immediate objective. Book one is designed to motivate correct speaking and writing on the part of the pupils by making them feel the need of correct and forceful expression in daily life. The dominating purpose of Book Two is to prepare pupils to speak and write correctly in the normal situations of their present and future lives. The aim of Book Three is the natural outgrowth of the two preceding volumes. It stresses effectiveness in speech and writing, the underlying hypothesis being that this includes correctness, concern for meaning and appropriateness.

In looking through the table of contents one might get the impression that certain of the old time linguistic verities are completely ignored. For example, Unit III bears the caption "Entertaining." One can imagine some good old conservative rising in holy wrath and indulging in epithets of horror. But any such worry is utter waste of energy. Among the topics taken up in this chapter are "Using Past Tenses and Past Participles," "Choosing between Verbs," and "Using the Passive Voice." Along with the stream-lined, thoroughly modern material there is an ample supply of subject matter for motivated study of the time-honored basic principles of English usage. According to the reports of those having experience in the classroom with these books of Senior English Activities, they are proving to be highly teachable. And that is the ultimate test of any textbook.

Equipping the Young Citizen

COMMUNITY INTERESTS. By Samuel Berman, Jane Eayre Fryer, J. Lynn Barnard. — Philadelphia, Chicago, Toronto, Atlanta, San Francisco, Dallas: The John C. Winston Company.

Community Interests is the third book of The Young American Civic Readers. The authors in stating the aims of the series give first place to the following: "To give pupils the truest and most realistic knowledge that is possible of the community, state and nation." To read *Community Interests* in the light of this statement is an educative experience. The first unit is "Water," and almost every conceivable aspect of the subject is explained. The first illustration in the unit is of an African water hole and the last shows a steamship in the Gaillard cut of the Panama Canal. The next unit is "Gas," beginning with the story of the first gas lights in 1792, and ending with some highly practical suggestions in regard to care in regard to its use. The other units are "Electricity," "The Telephone," "Neighborhood Affairs," and "Understanding our World," the last two being somewhat encyclopedis in their content. In Unit V one of the outstanding topics is "The Public School" and another "The Library." The latter gives a brief and simple history of the development of paper and also an account of some of the ancient libraries of the world. The authors have shown considerable skill in bringing out the relation between the past and the present. They are also exceptionally successful in making civic problems clear and concrete. The book contains scores of well-selected pictures and numerous questions for investigation and class discussion.

The Habit of Speaking Correctly

EXERCISES IN EVERYDAY ENGLISH. Boston, New York, Chicago, London, Atlanta, Dallas, Cincinnati, San Francisco: Ginn and Company.

Some years ago as a young man who had had to leave school in the middle of a semester was bidding his English teacher farewell, he said with the kindest intentions, "Goodbye, professor! You learned me more English than any other teacher ever done." In spite of the fact that all teachers of technical English have had experiences more or less like this, the battle for correct and effective writing and speaking is still waged.

The first part of the book consists of exercises prepared with the purpose of applying the accepted rules of grammar to matters of daily usage. Part II summarizes the principles upon which the preceding exercises are based. This part is not intended to be a complete grammar but is designed for use where experience shows that a student requires help in working out the exercises in Part I. The book is essentially an inductive grammar with particular emphasis given to its practical aspects. It should be an unusually effective aid in correcting linguistic errors and acquiring right habits of speech.

The Student Editor

HIGH-SCHOOL JOURNALISM. By Harold Spears and G. H. Lawshe. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

"Once upon a time," and not so very long ago, the typical high school paper was an amateur performance in every sense of the term. Frequently, it was a case of an over-worked teacher editing a weekly paper with the uncertain help of a group of inexperienced students. Although all difficulties in connection with high school journalism are not a thing of the past, it has in general reached the place where it is a recognized and important part of the educational program. The authors of *High-School*

Journalism have produced a book which fills the traditional "long-felt want."

The book is essentially an encyclopedia of the subject. No aspect seems to be ignored. Here is a chapter giving instructions on interviewing followed by one on copyreading. Then comes one on writing headlines and another on advertising. There are literally hundreds of illustrations and examples. One obvious use of this comprehensive work is as a text in a college course in journalism. Copies should also be available in high school libraries and journalistic laboratories.

Man the Gregarious

LIVING WITH OTHERS. By John A. Kinneman and Robert S. Ellwood. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Community, family, state, industry, home and church—it is around such institutions as these that this high school text in sociology is organized. Another institution, designated "opinion" and including such agencies of communication as the press, radio and motion picture news reels, is also accorded its unit.

Unusually stimulating are the chapter previews.

The authors have succeeded in making their subject vibrant with personal interest. There is a refreshing absence of hopelessness regarding the solution of major social problems.

The volume is of convenient size, effectively illustrated with graphs, cartoons and photographic views which contribute to the concreteness and vividness of the text. Even the title of the book, "Living with Others," is packed with motivation which in no wise diminishes as one turns the pages.

High School Economics

GETTING A LIVING—THE FOUNDATIONS OF ECONOMIC SOCIETY. By Harley L. Lutz, Edmund W. Foote and Benjamin F. Stanton. Evanston, Illinois, New York and San Francisco: Row, Peterson and Company.

The study of economics can never be made a summer picnic for the average young person, but it can be presented in clear and concrete terms that should be understood even by the high school pupil of ordinary intelligence who will consent to a little study. And in this new text, "Getting a Living," one finds a sincere, well aimed effort to bring this important Social Science within the grasp of such pupils. The subject is here organized around everyday experience and with a view to imparting principles that will stand the learner in good stead throughout life. Consumption, production, exchange, value and price, the role of government, and economic policies comprise the series of units, and their handling is such as to awaken and hold attention because the authors know what they wish to say and say it in easilv comprehended fashion. Graphs and pictures lend effectiveness to the text. Good workmanship is exemplified throughout this captivating but scholarly school book.

Testing in the Grades

ELEMENTARY MEASUREMENTS IN THE ELEMENTARY SCHOOL. By M. E. Broom. New York and London: McGraw-Hill Book Company.

Picture to yourself a young teacher, wholly ignorant of modern testing programs, stepping for the first time into a teaching position in an up-to-date school where testing is in vogue. She would be greatly puzzled and might remain so for some time before the techniques and meanings were unraveled to her satisfaction.

It was to prevent such bewilderment and, in addition, to implement the teacher with definite knowledge of measurement procedures she could put into practice, that this volume on testing was prepared. The author, who has both taught and practised in this field, sketches the history of this movement for scientific determination of mental powers and attributes, and then proceeds to describe the techniques in current use, with special attention to their respective values and objectives.

Administrators, teachers and those in training for the profession will find in "Educational Measurements in the Elementary School" a master key to guidance and the study of individual needs.

Useful English

ENGLISH IN ACTION. Courses One and Two. Third Edition. By J. C. Tressler. Atlanta, Chicago, Dallas, San Francisco, New York, Londan, Boston. D. C. Heath and Company.

Friends of Tressler's "English in Action" books will be glad to see its good qualities perpetuated in a third edition, with added chapters and such other retouchings as the experience of many classrooms and changes in everyday environment have suggested.

The two volumes are for Grades nine and ten respectively. Each book consists of two parts, which might be termed "Applications" and "Principles." At any rate, Part Two in each case is a manual of essential grammar designed to give surefootedness to one's use of words and sentences and providing drill exercises for use as needed. It is in the first part of each text that the pupil is handed the golden thread to lead him through those many new and bewildering experiences which make demands upon his power of expression. Incidentally, a large amount of sound advice on social attitudes, etiquette for various occasions, and even the care of health is communicated. The realistic assignments for oral and written composition should yield willing effort and worthwhile results.

More attractive than ever in their newly designed, bright covers, and their open pages with numerous illustrations, these "English in Action" texts bid fair to enjoy even greater popularity than heretofore.

Figuring for Little Folks

PRIMARY ARITHMETIC THROUGH EXPERIENCE. By John R. Clark, Arthur S. Otis, and Caroline Hatton. Yonkers-on-Hudson: World Book Company.

The same authors who contributed "Modern School Arithmetic" for later grades have undertaken to provide a corresponding guide to arithmetic teaching in the primary grades.

In "Primary Arithmetic Through Experience," by Clark, Otis and Hatton, we find a thoughtful effort to combine the merits of progressive and conservative systems into a practical procedure, well motivated and well steered. The authors recognize the danger that incidental learning of arithmetic from situations arising at random will be too fragmentary to provide a working knowledge of arithmetic. Hence the compromise or merger which they have undertaken. Fundamental laws and basic operations can be taught in a manner to seem an outgrowth of every day experiences of the child. This is the hypothesis upon which this manual for teachers is built.

Suggestions are specific and abundant for the first two years of number

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teaching. The experiences drawn upon are those which every child is likely to have or can readily imagine as belonging to himself. Naturally in such a program unusual importance is given to problems and problem solving. In too many cases, throughout mathematics courses, the problem is made secondary and pupils become frightened at the very thought of a problem assignment. Greater familiarity with problems through continual practice in translating problems into mathematical symbols and operations, should do more than anything else to remove those fears.

"Primary Arithmetic Through Experience" promises to set the feet of beginners upon pleasant trails and to supply some of the mental sinews equally essential to the subsequent climb to mathematical mastery.

Pupils Must Take Skiing Course

FRYEBURG, ME.—They take their skiing seriously in this town. At Fryeburg Academy skiing has been made a compulsory course, it has been announced.